



Waltham
Gateway
Academy

Mental Health and Wellbeing

Date reviewed:	May 2026	
Approved by:	LGB	TBC
Next review due by:	May 2028	

For Office Use Only:

Policy Version: 1.0

To make changes to this policy, please
email admin@lincolnshiregateway.co.uk.

Introduction

At Waltham Gateway Academy, we recognise the importance of promoting positive mental health and wellbeing as a foundation for pupils' overall development. We aim to equip young people with the knowledge, skills and strategies they need to understand and manage their emotions, build resilience, and make responsible and well-informed decisions. Through our provision, we support pupils in developing confidence, self-awareness and the ability to maintain positive relationships, preparing them for the challenges and opportunities of adult life.

Mental health and wellbeing are integral parts of our PSHE curriculum. Through planned, age-appropriate lessons, pupils are taught to understand their emotions, develop resilience, and build positive coping strategies. PSHE provides a safe space for pupils to explore topics such as self-esteem, managing stress, healthy relationships and where to seek support. Additionally, our World Views curriculum, assemblies, workshops, theme days and current events are utilised to support pupils' mental health and wellbeing, as well as building resilience and developing compassion and empathy towards others. By embedding mental health education within our curriculum and whole school approach, we aim to equip pupils with the knowledge, skills and confidence they need to maintain their wellbeing, make informed choices, and thrive both now and in the future.

1.Intent

At Waltham Gateway Academy, we are committed to promoting and protecting positive mental health and wellbeing for all pupils. We recognise that good mental health underpins effective learning, personal development and overall wellbeing. Our intent is to create a supportive, inclusive and nurturing environment where pupils feel safe, valued and able to thrive. We aim to equip pupils with the knowledge, understanding and strategies they need to manage their emotions, build resilience and develop healthy relationships, enabling them to face challenges with confidence. As a school we use a trauma informed approach and our 3 core values of **care**, **courage** and **curiosity** underpin everything we do.

2.Aims

- To promote positive mental health and emotional wellbeing across the whole school community
- To ensure pupils feel safe, supported and able to talk about their feelings
- To develop pupils' resilience, self-esteem and confidence
- To provide pupils with age-appropriate knowledge about mental health and wellbeing
- To teach effective strategies for managing emotions, stress and change
- To reduce stigma around mental health and encourage openness and understanding
- To ensure pupils know how and where to seek help, both in school and beyond
- To embed mental health and wellbeing within the curriculum, including PSHE
- To work in partnership with families and external services to support pupils' needs

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the appropriate safeguarding policies.

3.Statutory requirements

Mental health and wellbeing education forms a statutory part of the **Health Education curriculum**, which is compulsory in all primary schools. This requirement was introduced by the Department for Education (DfE) under the *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance (2019, updated 2025). Schools must have regard to this guidance when planning and delivering their curriculum.

Within primary education, pupils are required to be taught about **physical health and mental wellbeing**, including understanding emotions, recognising when they may need support, and developing strategies for managing feelings and challenges.

4.Mental health and wellbeing definition

Mental health and wellbeing refers to a pupil's emotional, psychological and social wellbeing. It influences how children think, feel and behave, and how they cope with everyday challenges, build relationships and make decisions. In a primary school context, positive mental health and wellbeing means helping pupils to understand and manage their emotions, develop resilience and confidence, form positive relationships, and feel safe, supported and ready to learn.

5.Implementation

Mental health and wellbeing are embedded throughout our whole-school approach and delivered in line with our commitment to a trauma-informed ethos. We recognise that children may experience a range of life events that can impact their emotional wellbeing, behaviour and ability to learn. As a result, all staff adopt a consistent, supportive and relational approach, ensuring that pupils feel safe, secure and understood.

The delivery of mental health and wellbeing is primarily through the PSHE curriculum, where pupils are explicitly taught about emotions, resilience, self-regulation and positive relationships. This learning is reinforced across the wider curriculum, through assemblies, pastoral support and daily classroom practice.

Our implementation is underpinned by our core values of **care, courage and curiosity**:

- **Care:** At Waltham Gateway Academy, relationships are at the heart of everything we do and we care about every child and adult within our Academy community. This includes ensuring their physical and psychological safety as well as enabling their hopes, dreams and aspirations for the future. Our care shines through our commitment to safeguarding, supporting mental health and wellbeing and enabling academic success through our carefully crafted and contextualised curriculum.
- **Courage:** We are courageous; we approach challenges with bravery and try our very best. We know that we might not always be successful first time but we show courage by trying again and never giving up. Our courage enables to build our resilience which in turn allows us to be even more courageous. We are courageous in our learning, when trying new things and when we experience challenges. We show courage if we make a mistake by reflecting, being honest and through restoration. At Waltham Gateway Academy, we know that courage enables us to make the right decision, even if it is not always easy.
- **Curiosity:** Through curiosity, we aim to identify the academic, social or emotional barriers that children may face and develop strategies together that empower every child to realise their potential. Through curious language, such as "I wonder..." and "Help me to understand...", we aim to know each child as an individual and support them with strategies that work for them.
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We ensure effective implementation through:

- A safe, predictable and inclusive learning environment with clear routines and expectations
- Staff trained in trauma-informed practice and mental health awareness
- Early identification of pupils requiring additional support, with appropriate interventions in place
- Opportunities for pupil voice, ensuring children feel listened to and valued
- Strong partnerships with parents, carers and external agencies

6.Inclusivity

We are committed to ensuring that our approach to mental health and wellbeing is inclusive and accessible to all pupils, regardless of their background, needs or experiences. We

recognise that children's mental health can be influenced by a wide range of factors, including special educational needs and disabilities (SEND), culture, family circumstances, and past experiences.

Our provision promotes equality, respect and understanding, ensuring that every pupil feels valued, included and supported within the school community. Teaching is adapted to meet the diverse needs of pupils, enabling all children to access and engage with learning about mental health and wellbeing at an appropriate level.

7. Equality and diversity

At our academy, mental health and wellbeing education and support is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our provision, in accordance with the Equality Act 2010.

8. Safeguarding

Safeguarding is central to our approach to mental health and wellbeing. We recognise that a pupil's mental health may be an indicator of wider safeguarding concerns, including neglect, abuse, exploitation or exposure to trauma. All staff have a responsibility to be vigilant and to act in accordance with the school's safeguarding and child protection procedures.

Staff are trained to identify early signs of mental health needs or distress, including changes in behaviour, mood or engagement. Any concerns are taken seriously and recorded and reported promptly to the Designated Safeguarding Lead (DSL) or deputy DSL, in line with statutory safeguarding guidance.

We foster a culture where pupils feel safe to talk about their feelings and know that they will be listened to. Pupils are taught how to recognise when they or others may need help, and are supported to seek assistance from trusted adults within school and from appropriate external services.

9. Roles and responsibilities

9.1. The Governing Board.

The Governing Board will approve the mental health and wellbeing policy, and hold the Principal to account for its implementation.

9.2. The Principal

- The overall implementation of this policy
- Ensuring all staff are suitably trained
- Ensuring parents/carers are fully informed of this policy.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum
- Ensure a trauma-informed approach is established and embedded across the school

9.3. The Mental Health Champion and PSHE Lead

- Overseeing the delivery of RSHE including mental health and wellbeing.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum including mental health and wellbeing compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSHE curriculum including mental health and wellbeing and advising on their implementation.

- Monitoring the learning and teaching of mental health and wellbeing and develop the curriculum, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE including mental health and wellbeing.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the stakeholders.
- Liaise with external agencies to offer tailored support to pupils' who have been identified
- Liaise with external agencies to embed a whole school approach to mental health and wellbeing
- Ensure mental health and wellbeing is embedded across the whole school
- Offer and provide support to families around mental health and wellbeing and signpost where appropriate.

9.4. The Class Teacher

- Acting in accordance with, and promoting, this policy
- Delivering RSHE including mental health and wellbeing in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE including mental health and wellbeing.
- Liaising with the SENDCO about identifying and responding to the individual needs of pupils with SEND.
- Monitoring pupil progress
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the Designated Safeguarding Lead.
- Use a trauma-informed approach to support children's mental health and wellbeing.

10. Staff training and wellbeing

We recognise that staff play a vital role in promoting and supporting pupils' mental health and wellbeing, and that their own wellbeing is equally important in creating a positive and supportive school environment.

All staff receive regular training and professional development to develop their understanding of mental health and wellbeing, including recognising early signs of need, responding appropriately to pupils, and following safeguarding procedures. This includes training in trauma-informed practice, emotional regulation, and strategies to support pupils with a range of needs. Key staff, including the Mental Health Champion and Designated Safeguarding Lead (DSL), receive enhanced training to support their roles effectively.

We are committed to fostering a culture where staff feel supported, valued and confident in their responsibilities. Staff are encouraged to share concerns and seek support where needed. Opportunities are provided for professional dialogue, supervision and reflection to ensure consistent and effective practice across the school.